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ABSTRACT

Today, as people gaze across the narrow waters of Stones River (near Murfreesboro, Tennessee), it is difficult to imagine the carnage of a U.S. Civil War battle. The battle at Stones River claimed 23,000 casualties. It was the second bloodiest battle fought west of the Appalachian Mountains during the Civil War. This lesson plan is based on the National Register of Historic Places file for "Stones River National Battlefield" and primary sources about the battle. The lesson can be used in U.S. history, social studies, and geography courses in units about the U.S. Civil War or in units on conflict. It cites educational objectives for students and materials needed. The lesson is divided into eight sections: (1) "About This Lesson"; (2) "Getting Started: Inquiry Question"; (3) "Setting the Stage: Historical Context"; (4) "Locating the Site: Maps" (Tennessee and Surrounding States; Nashville and Middle Tennessee); (5) "Determining the Facts: Readings" (Soldiers and the Battle of Stones River; Night on the Battlefield); (6) "Visual Evidence: Images" (Battle of Stones River; Hazen Brigade Monument; Artifacts in the Hazen Monument); (7) "Putting It All Together: Activities" (Monument Inscriptions; Working with Primary Sources; Civil War Participation; War Memorials in the Local Community); and (8) "Supplementary Resources." (BT)

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National Register of Historic Places
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The Battle of Stones River: The Soldiers' Story

If a soldier ever saw lightning, and heard the thunder bolts of a tornado at the same time the heavens opened and the stars of destruction were sweeping everything from the face of the earth, if he was in this charge, he saw it.[1]

Stones River National Battlefield

The bloody Civil War battle fought among the rocky cedar glades near the town of Murfreesboro, Tennessee, left an indelible imprint on the lives of many a soldier and his family. As one gazes across the narrow waters of Stones River today, it is difficult to imagine the carnage of a Civil War battle. The quiet waters no longer echo the sound of cannon fire or screams of death. The cold limestone and cedar thickets no longer resound with the sharp sound of 10,000 muskets delivering their deadly charges. But perhaps we can imagine soldiers struggling along what was once a cotton field, picking the harvest's remains to stuff in their ears so that the din of battle might somehow seem more distant. For many, the quiet came too soon. The battle at Stones River claimed 23,000 casualties--it was the second bloodiest battle fought west of the Appalachians during the Civil War. The Stones River National Battlefield stands today as a silent reminder of those individuals who lost their lives there.

[1]W. J. McMurray, M.D., History of the Twentieth Tennessee Regiment Volunteer Infantry C.S.A. (Nashville: The Publication Committee of the Regiment, 1904), 238.

This lesson is based on Stones River National Battlefield, one of the thousands of properties listed in the National Register of Historic Places.

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About This Lesson

This lesson is based on the National Register of Historic Places registration file for "Stones River National Battlefield" and primary sources about the battle. Stones River was written by Tammy Calvin Weller, former Park Ranger at Stones River National Battlefield and Michael Harris, principal at Bethesda Elementary School in Thompson Station, Tennessee, and a longtime volunteer for the park. The lesson was edited by Fay Metcalf, education consultant, and the Teaching with Historic Places staff.

Where it fits into the curriculum

Topics: The lesson could be used in U.S. history, social studies, and geography courses in units on the American Civil War or in units on conflict. The lesson will help students understand the impact of this battle on the participants and the battle's significance in the course of the American Civil War.

Time period: 1861-1865.

Objectives for students

1) To describe the Battle of Stones River and its aftermath.

2) To analyze and evaluate firsthand accounts related to the Battle of Stones River.

3) To investigate the way surviving participants commemorated the Battle of Stones River.

4) To determine how wars have been commemorated in their own community.

Materials for students

The materials listed below either can be used directly on the computer or can be printed out, photocopied, and distributed to students

1) two maps of Tennessee and and the surrounding area;

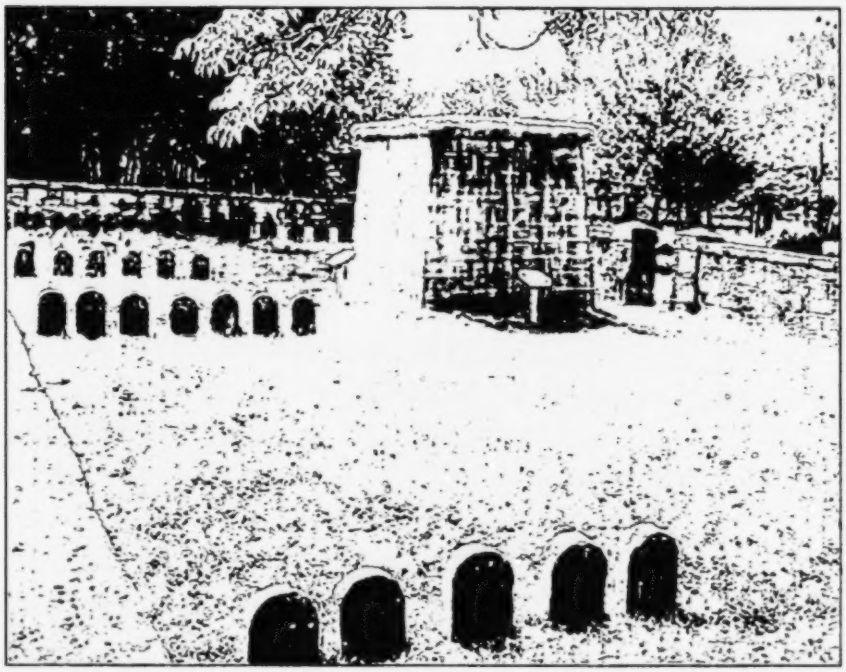
2) two readings from contemporary accounts about the battle and its participants;

3) one painting, one photo, and one diagram of the battle and the Hazen Brigade Monument.

Visiting the site

Stones River National Battlefield, administered by the National Park Service, is located in Murfreesboro, Tennessee, 27 miles southeast of Nashville. The battlefield is open daily 8 a.m. to 5 p.m., except December 25. For further information, write the Superintendent, Stones River National Battlefield, 3501 Old Nashville Highway, Murfreesboro, TN 37129, or visit the park's Web site at http://www.nps.gov/stri/

Getting Started
Inquiry Question



What might the large structure be?

What purpose do you think it serves?

How to Use the Inquiry Question

Begin each lesson by asking students to discuss possible answers to the inquiry question that accompanies the Getting Started image. To facilitate a whole class discussion, you may want to print the page and use it to make an overhead transparency. The purpose of the exercise is to engage students' interest in the lesson's topic by raising questions that can be answered as they complete the lesson.

Rather than serving merely as illustrations for the text, images are documents that play an integral role in helping students achieve the lesson's objectives.

To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the Photo Analysis Worksheet for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.

Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

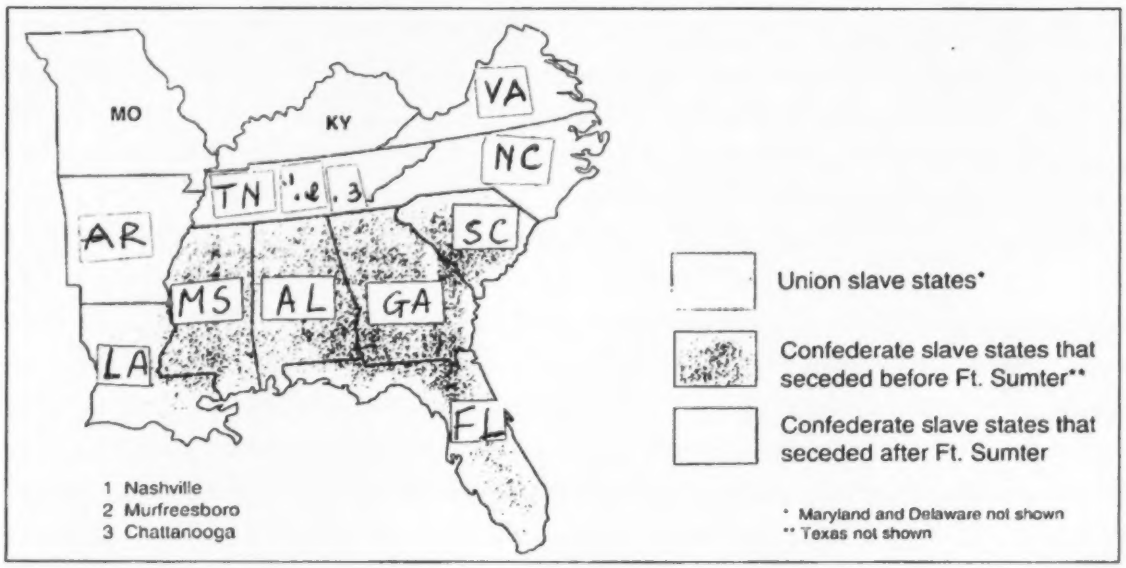
What questions do you have about the photograph? How might you find answers to these questions?

Setting the Stage

During the Civil War's four years of fighting (1861-1865), Union strategies varied. An early strategy, meant to contain the armies of the South, involved dispersing small contingents of troops around the 6,000 miles of land and water borders of the Confederacy. When that strategy seemingly faltered, the Northern armies and river navies decided to break through Southern defenses along a 400-mile front in Tennessee and Kentucky. In mid-February 1862, the Union army in Tennessee, under Brigadier General Ulysses S. Grant, captured two strategic forts, Fort Henry on the Tennessee River and Fort Donelson on the Cumberland River. Later that month, Union troops captured Nashville without a shot, and the first Confederate state capital fell. In April Grant won again at Shiloh. In October Confederate leader General Braxton Bragg aborted his once promising Kentucky campaign and settled at Murfreesboro, Tennessee, for the winter. Union General William Rosecrans followed Bragg from Kentucky as far as Nashville. The two armies were fighting for control of middle Tennessee's railroads and rich farms. On December 26, 1862, General Rosecrans and his army left Nashville with the intention of sweeping Bragg and his army aside and continuing on to Chattanooga. As the Union troops neared Murfreesboro, the scene was set for a bloody battle that both sides would claim as a victory, but which would be remembered by the ordinary soldiers as a hell.

Locating the Site

Map 1: Tennessee and surrounding states.



Questions for Map 1

1. List all the states that border Tennessee and note those that were slave states in the Confederacy and those that were slave states controlled by the Union.

2. Why do you think the Union chose to break through the Confederacy's defenses in Tennessee?

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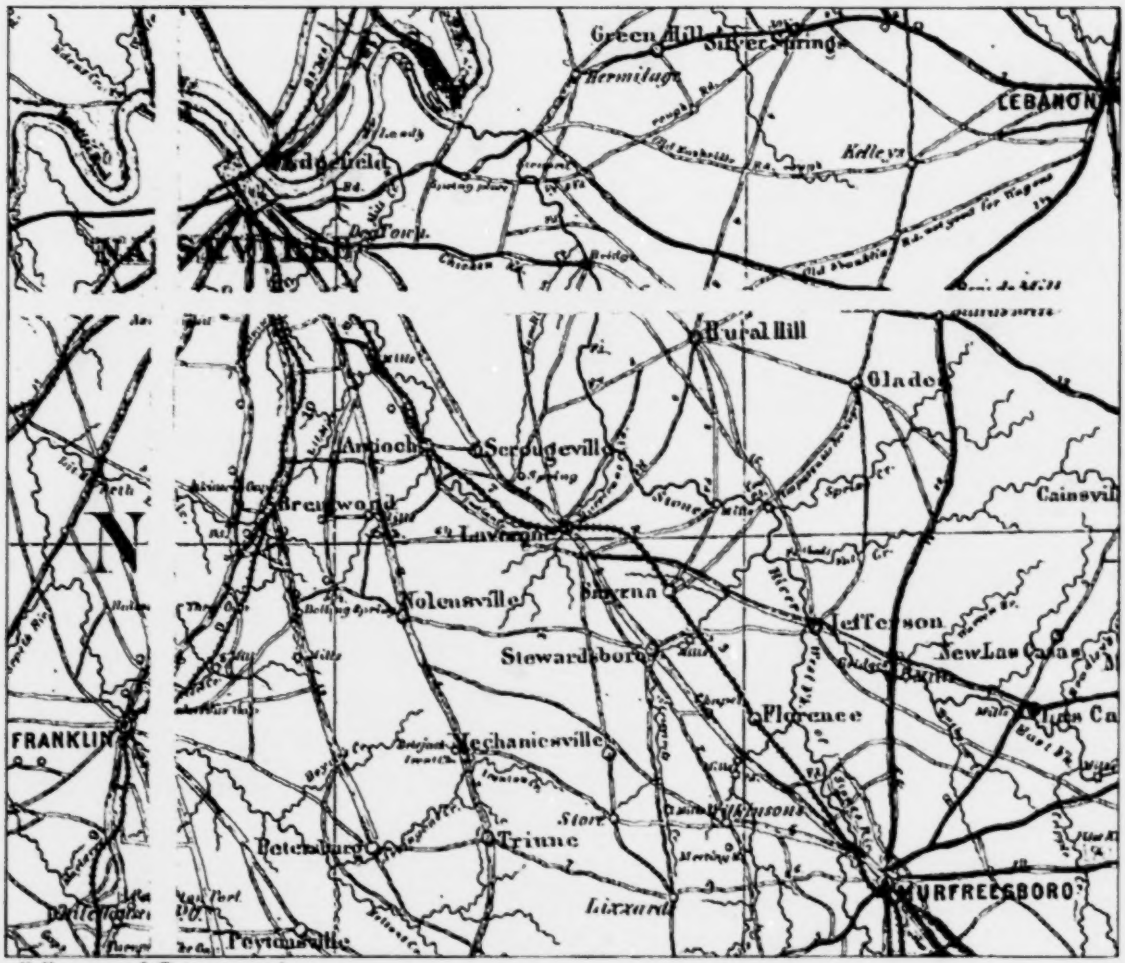
Locating the Site

Map 2: Nashville and middle Tennessee.



(Library of Congress)

Map 2 was taken from a military map of the states of Kentucky and Tennessee. The map was drawn by Charles E. Swann, Asst. Engr. Ehrgott, Forbriger & Co., Lithographers, Engraphers [sic] and Printers, Cincinnati, O. Published by Cincinnati, Ohio, Office of Chief Engineer, Department of the Ohio, 1863.

When the Union army left Nashville for Murfreesboro on December 26, 1862, the army, divided into three corps, traveled along a number of routes. Portions of the

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army passed through these towns: Brentwood, Triune, Nolensville, Mechanicsville, La Vergne, and Stewartsburg.

Questions for Map 2

1. Examine Map 2 closely. Plot out the various routes the three corps must have taken. Why do you think the army marched in three groups rather than as one massive army?

2. What is the most direct route to Murfreesboro?

3. What form of transportation generally follows the most direct route to Murfreesboro?

4. Why would the railroad have been an important link to Nashville for the Union army?

Determining the Facts
Reading 1: The Soldiers and the Battle of Stones River

On the evening of December 30, 1862, Confederate Gen. Braxton Bragg and Union Gen. William S. Rosecrans and their combined total of 83,000 soldiers were camped near Murfreesboro, Tennessee. Everyone knew that a battle was only hours away and that the victor would have a strategic advantage. The bands of both armies played, each trying to drown out the other, as they could be heard for some distance. Then, one of the bands struck up "Home Sweet Home," and "as if by common consent, all other airs ceased, and the bands of both armies, far as the ear could reach, joined in the refrain."1 Together, the soldiers sang the bittersweet song that brought back memories of home and family. Voices faded as the call came for lights out in the frosty camps.

At dawn on New Year's Eve, General Bragg took the initiative by attacking while the Union soldiers were building their fires and eating their breakfasts. One Union soldier described that morning:

> The comfort of warming chilled fingers and toes and drinking a grateful cup of hot coffee outweighed for the moment any consideration of danger.... As all was so quiet, not a shot having been fired, I...walked out until the enemy's breastworks were in view and there, sure enough,...a succession of long lines of Gray were swarming over the Confederate breastworks and sweeping towards us but not yet within gun shot range.2

Then came chaos. Men began to run in every direction, for no one knew where to go. That soldier continued:

> Our only salvation was to lie flat as possible, for the air seethed with the 'Zip' of bullets.... It reminded me of the passage of a swarm of bees. Bullets plowed little furrows around us, throwing up grass and soil into our faces or over our bodies, and others struck with a dull 'thud' into some poor unfortunate soul.3

The Union was forced back for three miles, briefly holding several positions long enough to allow General Rosecrans to gather Union cannon and redeploy units to shield the Nashville & Chattanooga Railroad and Nashville Pike--his army's lifelines. The Confederates assaulted the Union cannon and infantry, and were met with such a volley from about 40 cannon that they were forced to beat a retreat as best they could. The Confederates attacked the cannon several times, but were beaten back until all attempts ceased for the day. Even so, the

Confederates had won so much ground that General Bragg telegraphed Richmond, Virginia, exclaiming, "God has granted us a Happy New Year."

The following day in Washington, D.C., Thursday, January 1, 1863, President Abraham Lincoln announced his Emancipation Proclamation: "I do order and declare that all persons held as slaves within any States...in rebellion against the United States shall be...forever free." No one in Murfreesboro knew of this momentous event, however. That day was spent tending to the dead and wounded that covered the ground and filled the makeshift hospitals.

But the fighting resumed the next day, at 4 p.m., near the banks of the Stones River. The Confederates made a successful attack that drove the Union troops in headlong retreat across the river. Once again, the Confederates were met by Union cannon. Firing more than 100 rounds per minute at close range, the cannon mowed down the Confederates. The roar continued for more than 10 minutes, and shook the earth under the soldiers' feet. A soldier from Florida gave the following report:

> The nearest the [Yankees] came to getting me was shooting a hole in my pants and cutting hair off my right temple. I know a peck of balls passed in less than a yard of me....The man in front of me got slightly wounded [and]...the one on my right mortally and the one on my left killed.4

In less than an hour, 1,800 Confederates fell dead or wounded, and their earlier successful, dashing charge suddenly turned into a retreat.

Two days later, General Bragg withdrew. In the midst of a cold winter rain, the Confederate army retreated from the field. General Rosecrans remained in Murfreesboro and built the most extensive fortification yet erected during the war. The failure of General Bragg to maintain a hold on middle Tennessee lost the Confederacy rich farmland and opened a corridor for the Union army to penetrate the Deep South, thus providing the opportunity for Union Maj. Gen. William T. Sherman's March to the Sea.

Shortly after the battle, a Union soldier wrote:

> Before this battle took place, the outlook for our country was very dark and threatening. Our armies had gained no signal [important] victories for many months, and there was very great danger that some of the Nations of Europe would recognize the Southern Confederacy, and that it would be impossible for us to maintain our blockade. Had General Rosecrans' Army been defeated at the battle of Stones River...it would not only have prolonged the War, but would have greatly increased our danger of conflicts with foreign countries.5

In total, more than 23,000 soldiers were killed, wounded, missing or captured. From the Union army, about 1,700 men were killed, 7,800 were wounded and 3,700 were missing--a total of 13,200 casualties from an army estimated to count 41,400. The Confederates' casualties included 1,300 killed, 7,900 wounded, and about 1,000 missing for a total of 10,200 out of an estimated army of 35,000.

A Confederate soldier wrote of the battle:

> I am sick and tired of this war, and I can see no prospects of having peace for a long time to come, I don't think it will ever be stopped by fighting, the Yankees cant whip us and we can never whip them, and I see no prospect of peace unless the Yankees themselves rebell and throw down their arms, and refuse to fight any longer.6

Many Yankee soldiers were as tired of the fighting as this unnamed foot soldier, but they did not rebel. The war continued for more than two years after the Battle of Stones River. Finally, with two-thirds of its railroad mileage destroyed, its capital at Richmond in flames, and General Robert E. Lee blocked by General Ulysses S. Grant, the Confederate army was forced to surrender on April 9, 1865, at Appomattox Court House, Virginia.

Questions for Reading 1

1. Do you think the time of year may have affected the moods of the soldiers as they prepared for battle? How?

2. Read the following lyrics of "Home Sweet Home," written by John Howard Payne. The music was by Sir Henry Bishop. It was first performed in 1823.

'Mid pleasures and Palaces though we may roam,
Be it ever so humble there's no place like home!
A charm from the skies seems to hallow us there,
Which seek through the world, is ne'er met with elsewhere.
Home! Home, sweet sweet Home!
There's no place like Home! There's no place like Home!

Why do you think the soldiers sang "Home Sweet Home"? Do you think it would have comforted them, or made them more sad and frightened? How do you think the soldiers might have felt about their enemies who were singing the same song, but against whom they would soon be fighting?

3. Do you think Bragg should have telegraphed Richmond with news of his early success? Why or why not?

4. Why do you think both sides took January 1 off as a day to tend to their wounded and readjust their lines? Do you think that would happen in a modern war?

5. If the number of casualties determined who won, would Union or Confederate forces be the victors at the Battle of Stones River?

6. Why do you think General Bragg withdrew his forces?

7. Why was middle Tennessee such an important gain for the Union?

Reading 1 was compiled from David L. Logsdon, Eyewitnesses at the Battle of Stones River (Nashville: Kettle Mills Press, 1989); and E. B. Long with Barbara Long, The Civil War Day by Day--An Almanac 1861-1865 (Garden City, N.Y.: Doubleday and Company, Inc., 1971).

1 Samuel Seay, 1st Tennessee, Maney's Brigade, as quoted in David R. Logsdon, Eyewitnesses at the Battle of Stones River (Nashville: Kettle Mills Press, 1989), 13.
2 Sgt. Major Widney, 34th Illinois, Kirk's Brigade, as quoted in Logsdon, 14.
3 Sgt. Major Widney, 34th Illinois, Kirk's Brigade, as quoted in Logsdon, 15.
4 Washington Mackey Ives, 4th Florida, Preston's Brigade, as quoted in Logsdon, 67.
5 J. T. Gibson, 78th Pennsylvania, as quoted in Logsdon, p. iii.
6 As quoted in E. B. Long with Barbara Long, The Civil War Day by Day--An Almanac 1861-1865 (Garden City, N.Y.: Doubleday and Co., Inc., 1971), 307.

Determining the Facts
Reading 2: Night on the Battlefield

Following are excerpts from two articles that appeared in the Cleveland Herald in April, 1863.

Night on the Battle Field of Stone's River--The Old Year Out--the New Year's Ride

Carefully, driver, carefully! Let the hard iron of the wheels roll slowly over the pounded stone of the [Nashville] pike. The young soldier still lives. His breath is short, but we may yet reach the hospital ere he dies. Guide steadily past the shattered wagons--round the heaps of dead horses--through the long rows of corpses; watch that no foot of a horse jars against the fallen dead--the heroes of the last day of 1862--resting now, where they fell, or where friends have laid them. Here they lie in rows of miles, sleeping out the old year. On the last day of Sixty-two they stood for their country and for Freedom. At its midnight hour they sleep, no more to awake to war's ringing bugle call.

Well might thoughts of the old year and of eternity crowd upon the mind of the soldier whose duty to the wounded living brought him across that vast field of the ghastly dead--this night so clear and frosty--the last of December.

The story, as he told it--he, a private...--let me tell it.

That awful night! Words will not paint it, yet may give some faint idea of what sad experience a day of carnage brings.

At 9 o'clock of the evening of December 31st, an ambulance left one of the hospitals of Rosecrans' army, moving in the direction of Nashville. Two soldiers lay upon the carriage. The life blood of one, following the passage of a minnie ball through the breast, was oozing out from the right lung, staining the blankets beneath. The other, suffering from a crushing shot through the left leg...[was] scarcely conscious. Along with the carriage walked [the] private--going to care for his wounded companions.

Three miles along the stony pike...lay their route. Here an artillery wagon had been swept by a bursting shell--its gun dismounted, its wheels shattered, the horses and men fallen together, lay mixed as they had gone down. Still tangled in the harness hitched to the caissons, lay the hind parts of a horse, his breast and forelegs swept away, while the lifeless body of an artillerist rested with an arm over the dismounted gun....

Yonder a cavalryman had fallen, his drawn saber reflecting in the moonlight

against the dark earth where he lay; and beside him his comrade and his horse, all keeping the same silent watch of death.

The sharp frost of a clear night spread its white drapery over the clothes of the dead--on the locks [of hair]...gathered its icy breath, offering alike to all a common shroud....

All along the road for more than two miles, were these scenes of horror met by the weary soldier. Still on rolled the ambulance--past broken wagons--lost muskets and dismounted artillery, to the great general hospital of the fourth division.

Here after midnight lay the wounded and dying, covering an acre of ground...of which every room was filled, every outhouse crowded, the very floor wet with blood. Close by lay a man with an arm gone--next to him one with a leg smashed--there a part of a face was shot away....Yet all those hundreds living, many waiting the dressing of their wounds with patience.

Our two soldier boys were taken from the ambulance into the building, and with hundreds of others closed no eyes to sleep that last December night.

The morning sun of Jan. 1st, 1863 rose upon a day as clear as ever dawned. Surgeons came that morning, and looked upon the one wounded in the breast,...whispering to the private that "He will die."

At 9 o'clock that morning [another] soldier and the one wounded through the breast were put into a strong army wagon...and, with the private and...driver, started over the pike for Nashville. Just as they reached the bridge the enemy, sweeping round our right, had brought a battery to bear upon the bridge.

Fearfully whirled our driver on, as if careless of the dying men in his charge, and only seeking safety in flight. Full three miles the race continued, when on came dashing a battalion of the rebel Wheeler's cavalry...yelling and firing on the teamster and the wounded. The breast-wounded soldier lay gasping, and ordering the other soldier, who held his footless leg in one hand..., to shoot the driver if he did not stop, that they might surrender, before they were murdered by the now near foe. But on, on heedless alike of threats and enemy, dashed the driver.... Nine miles over the stony road had the race continued. The determined driver had brought his team through, and escaped with the suffering load.

At 9 o'clock that evening they were taken from the wagon...and placed upon good cots, receiving close attention at the hands of skillful surgeons.

Charles Stansell, the driver, and the soldiers he transported survived their ordeal at Stones River. Later, Stansell was killed in a fight. He is buried at the Hazen Brigade Monument on the battlefield at the request of those he saved.

The soldier who had been wounded in the breast at Stones River wrote the following tribute for the Cleveland Herald:

Death of a Brave Soldier

The untimely death of Charles Stansell, Co. G 41st Ohio, deserves from me more than a passing notice.

Charles Stansell was the fearless driver of a four horse team from Murfreesboro to Nashville...when Lieut. Wolcott and myself were being conveyed to a hospital.... He...would not stop, but rushed on, heedless of our protests and threats...thus saving our team, our wagon, and our lives, all of which would have been sacrificed had we fallen into the hands of the rebels.

Questions for Reading 2

1. In your own words, what is the event described in the first newspaper article?

2. How was the narrator able to relate the events in such great detail?

3. What sights did the ambulance pass along the Nashville?

4. How does the narrator describe the hospital area? What words or phrases does he use to give a sense of the numbers of the wounded?

5. Who threatened the ambulance and its occupants after it left the division hospital?

6. Why do you think the breast-wounded soldier was taken to Nashville rather than being left at the division hospital?

7. Why do you think the soldier felt compelled to write a tribute to Charles Stansell after his death?

Visual Evidence
Painting 1: A view of the chaos and destruction of the Battle of Stones River as painted by William Travis, c. 1865.

(Smithsonian Institution, Photo no. 49431-A)

Painting 1 shows the chaos and destruction of the battle, and the desperate situation of the Union army as it flees a Confederate onslaught.

Questions for Painting 1

1. Examine closely the action portrayed in this painting. Choose one of the characters shown and describe what you believe your character saw and what he was feeling.

2. What do you think is the focus of the painting? Why do you think the artist might have painted this particular scene?

3. What emotions does this painting evoke in you? Do you think the painter intentionally attempted to elicit strong emotions in this work? Why or why not?

Visual Evidence
Photo 1: Hazen Brigade Monument

(Stones River National Battlefield)

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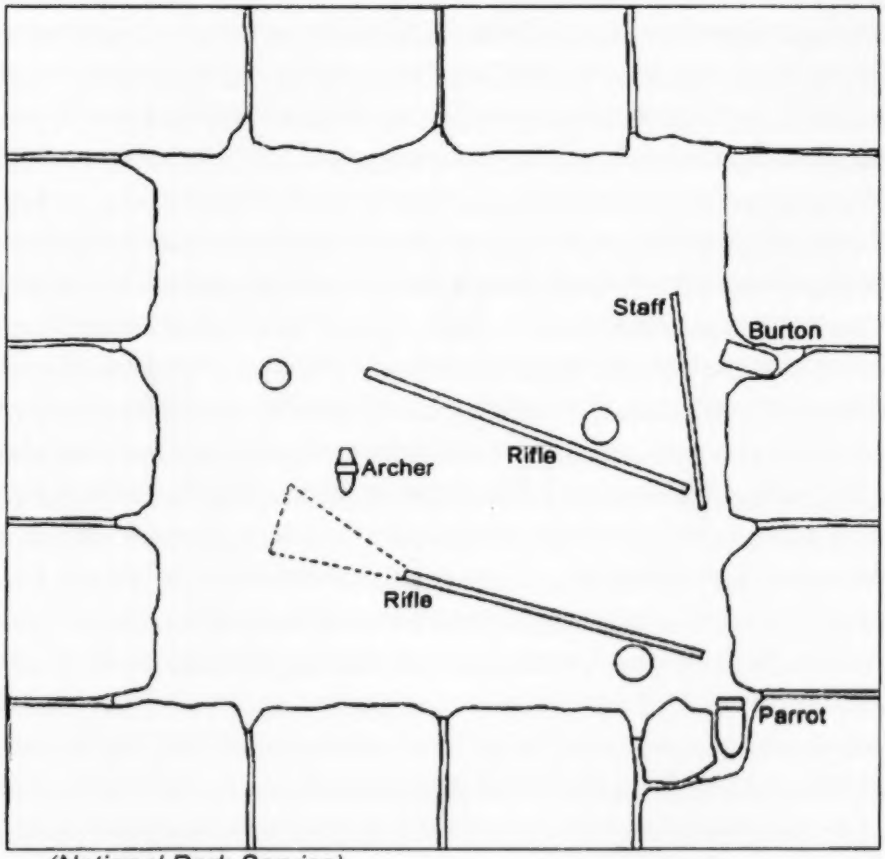
Diagram 1: Location of the artifacts found in the Hazen Monument. Archer, Burton, and Parrot are types of artillery shells.



(National Park Service)

Following the battle, a detail of soldiers from the four regiments composing Hazen's Brigade set about the task of burying their dead. The site they chose was close to the crest of a hill near the railroad tracks. Hazen's Brigade was one of the few Union units that held their ground and never retreated during the heavy Confederate attack on December 31, 1862. Fifty-five graves surround the 10-foot high limestone monument that was constructed in the months immediately following the battle.

In 1985 it became evident that rainwater seeping into the interior of the monument had loosened and displaced the mortar between the limestone rocks of the structure. In order to properly seal the walls and preserve the monument, the top was removed and the interior fill materials were taken out, level by level. On July 29, 1985, work was halted when strange evidence appeared among the fill material.

Diagram 1 is a drawing of the interior of the monument six levels down. A six-pound shell and three other artillery shells were immediately visible to the archeologist on site. Two rifle barrels, a staff, and several other artillery shells were soon found. All the objects were battle related, and most of Confederate origin.

Questions for Photo 1 & Diagram 1

1. Examine Photo 1, the Hazen Brigade Monument. What is your immediate reaction to the design of the monument?

2. Why, considering the horror these soldiers endured at that location, would they would erect a monument so soon after the battle?

3. Examine Diagram 1. Why do you think these items were placed in the monument? Keep in mind that it was not expected that these items would ever be seen by anyone other than the monument's builders.

4. If you constructed the monument, what items might you have included?

5. Do you think it was important to protect this monument from further decay? Why or why not?

Putting It All Together

Today, Stones River National Battlefield preserves part of the site where many Civil War soldiers fought and died. These soldiers came from all over the country, representing various cultures, communities, and age groups. The following activities will help the students empathize with soldiers involved in a war.

Activity 1: Monument Inscriptions

Have students refer to the inscriptions on the Hazen Brigade Monument below. Working in pairs, have them choose one of the inscriptions to study. Have each pair decide what they think the inscription means, and report on its findings. Then ask each pair to create its own inscription for the Hazen monument. You may wish to display these inscriptions on the bulletin board.

The inscriptions on the Hazen monument read as follows:

Face One:

HAZENS BRIGADE
TO
THE MEMORY OF ITS SOLDIERS
WHO FELL AT
STONE RIVER DEC. 31 1862
"THEIR FACES TOWARD HEAVEN, THEIR FEET TO
THE FOE"

Face Two:

THE VETERANS OF SHILOH
HAVE LEFT A DEATHLESS HERITAGE OF
FAME UPON THE FIELD OF
STONE RIVER.

Face Three:

ERECTED 1863 UPON THE GROUND
WHERE THEY FELL.
BY THEIR COMRADES.

Face Four:

THE BLOOD OF ONE THIRD ITS SOLDIERS
TWICE SPILLED IN TENNESSEE
CRIMSONS THE BATTLE FLAG OF THE BRIGADE
AND INSPIRES TO GREATER DEEDS.

Activity 2: Working with Primary Sources

This lesson contains information from primary sources, sometimes called firsthand accounts. Remind students that written materials such as letters, diaries, some newspaper accounts, proclamations by government officials, proceedings of the courts, etc., are called primary documents because they were written by eyewitnesses and their contemporaries. Some paintings, photographs, coins, tools, weapons, and other examples of material culture may also provide primary information because they were crafted by people who were living at the time of a particular event. Once such materials have been examined and authenticated, they are used as the basis for the conclusions represented in written narratives.

Have students make a list of the primary sources used in this lesson (quotations in Reading 1, all of Reading 2, which was related to the author of the article by an eyewitness, the Hazen Monument and its inscriptions, and the diagram made by the archeologist; the painting by William Travis was created after the event, but it was based on firsthand account). Have each student choose one primary source and then complete the following analysis:

Identify

- Why is it considered a primary source?
- Can you identify an author?
- When was it created?
- Why was it created?
- Can you identify for what audience it was prepared?

Evaluate

- Is the information presented reliable? How do you know? What other sources could you use to verify its accuracy?
- Did the author take part in the event or was he reporting what others had said?
- Did the author have a negative or positive view of the events? How can you tell? Do you think that affected his or her judgment?

Share Your Information

Once students have studied their source thoroughly, have them share their conclusions with their classmates, especially with those who worked with the same evidence. Did they reach the same conclusions? Do they think data of this

type are as useful to understanding one battle of the Civil War as a historian's description or textbook account would be? Why or why not?

Activity 3: Civil War Participation

Put the names of the following states on the chalkboard. Have students check the list to determine if soldiers from the state where their school is located, or from the states in which the students were born, fought at the Battle of Stones River.

Alabama	Indiana	Missouri	Tennessee
Arkansas	Kentucky	North Carolina	Texas
Florida	Louisiana	Ohio	Wisconsin
Georgia	Michigan	Pennsylvania	Illinois
Mississippi	South Carolina		

Then have students do research to find out if any Civil War battles occurred in their state. If so, have them describe the battles; if not, have them explain why their state did not take part in the Civil War.

Activity 4: War Memorials in the Local Community

Have students reexamine the photo of the Hazen monument, looking closely at the design, materials and the surrounding enclosure. Then ask them to try to locate a war memorial in their own community and compare it with the Hazen monument. In what ways are the two memorials or monuments the same? different? After considering the stories behind each of the two monuments, have students explain why they think the monuments were designed the way they were. Then ask the students to draw their own sketch for a monument for any battle or war that affected their community. Ask them to write a short paragraph in which they describe why they chose their particular design. Discuss the students' work and then display their drawings.

The Battle of Stones River: The Soldiers' Story-- Supplementary Resources

By looking at The Battle of Stones River: The Soldiers' Story, students recall one of the Civil War's bloodiest battles as told in eyewitness and personal accounts. Those interested in learning more will find that the Internet offers a variety of interesting materials.

Battle of Stones River Resources:

Stones River National Battlefield http://www.nps.gov/stri/

Stones River National Battlefield is a unit of the National Park System. Visit the park's Web pages for more information about the park and Stones River National Cemetery.

National Park Service Cartographic Resources
http://www.nps.gov/carto/STRI.html

Digital maps of Stone River National Battlefield are available including a battle map of the area as it was on December 31, 1862 and January 2, 1863, as well as a present-day park map.

The Civil War Preservation Trust http://www.civilwar.org/stonesriverhist.htm

The Civil War Preservation Trust Web pages provide an account of the Battle of Stones River, including links to extensive biographies on both Confederate Gen. Braxton Bragg and Union Gen. William S. Rosecrans.

Civil War Resources:

The American Battlefield Protection Program:
http://www2.cr.nps.gov/abpp/civil.htm

The American Battlefield Protection Program, a division of the National Park Service, provides detailed on-line publications featuring different topics in the Civil War. Included is a battle summary of the Battle of Stones River.

Civil War Soldiers & Sailors System http://www.itd.nps.gov/cwss/index.html

The National Park Service's Civil War Soldiers & Sailors System is a recently created database containing facts about Civil War servicemen, lists of Civil War regiments, and descriptions of significant Civil War battles. Also on this site is a descriptive history of African-Americans in the Civil War.

Library of Congress http://memory.loc.gov/ammem/cwphtml/cwphome.html
The Library of Congress created a selected Civil War photographic history in their "American Memory" collection. Included on the site is a photographic timeline of the Civil War covering major events for each year of the war.

The United States Civil War Center http://www.cwc.lsu.edu/cwc/civlink.htm
Louisiana State University maintains a Civil War Center that locates, indexes, and makes available all appropriate private and public data on the internet regarding the Civil War. The site features over 4,500 links that promote the study of the Civil War from all perspectives.

The Valley of the Shadow
http://jefferson.village.virginia.edu/vshadow2/cwhome.html
For a valuable resource on the Civil War, visit the University of Virginia's Valley of the Shadow Project. The site offers a unique perspective of two communities, one Northern and one Southern, and their experiences during the American Civil War. Students can explore primary sources such as newspapers, letters, diaries, photographs, maps, military records, and much more.

ThinkQuest Library http://www.thinkquest.org/library/cat_show.html?cat_id=71
The ThinkQuest Library of Entries is the collection of educational web sites designed by participants in the ThinkQuest Contests. Teachers and learners can explore a multitude of topics, including the Civil War and the Battle of Stones River.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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